

# Designing for deep, engaged learning

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Wednesday

# Goals for today

- Build on what we've done
- Plan to begin and sustain engagement
- Design to support student learning from engaged experiences
- Outline next steps for your course and your group

# Rhythms of engagement

- Set the tone from the first day
- Balance variety with familiarity
- Integrate engaged work (in and out of class) and assessments
- Remember that things will be harder and take longer the first time
- Anticipate what you can
- Do less better

# Rhythms in your course

*Remember your goals, bottlenecks, and skeleton*

- How will your students begin?
- How will your students integrate engaged work with assessments?
- What can your students (and you) not do so that they (and you) have time and energy to sustain deep engagement?

“We had the experience but  
missed the meaning.”

T.S. Eliot, *The Four Quartets*

- We learn from guided practice *during* experience
- We learn from effective reflection *after* experience
- Experts can guide/reflect on their own, novices cannot

# Designing for learning from experience

- Align goals for experience with goals for course
  - Prepare students for the experience
  - Guide reflection toward your learning goals -- it can be about “processing” experience or it can be about applying theory, etc.
  - Integrate reflection into classroom, don’t divide “class” and “experience”
  - Use reflection both to make sense of experience and to articulate learning from that experience
  - Create “safe yet critical” spaces for reflection
- Ash and Clayton, *Not Missing the Meaning* (Stylus, forthcoming)

# Two reflection prompts

- What? So what? Now what?
- DEAL: Describe, Examine, Articulate Learning
  - “I learned that...”
  - “I learned this when...”
  - “This learning matters because...”
  - “In light of this learning...”

# Learning from experience in your course

- What engaged experiences will your students have in the course?
- What are your learning goals for those experiences?
- How will you help your students prepare for and reflect on those experiences so that they meet your learning goals?

# Sustaining your engagement

- Remember surface vs. deep performance
- Don't anticipate miracles the first time
- Build on what works for you and your students
- Take risks that matter -- "deep speaks to deep"

# Inquiry as sustaining practice

- Every semester, inquire into one aspect of student learning - “what’s your problem?”
- “What is” vs. “what works” questions
- Gather evidence from regular student work
- Analyze that evidence in ways that are meaningful to you
- Go public with your inquiry, evidence, and findings

“Understanding student approaches to statistical problem solving”



- Ayesha Delpish, Assistant Prof. of Math, Elon
- Q: How do students in my intro to statistics course start to solve problems?
- Evidence: Student written work from small group problem solving, faculty observation of small group problem solving
- Prelim. finding: “doers” vs. “askers”

[www.elon.edu/teaching](http://www.elon.edu/teaching) - then “galleries”  
then 2008-2009 ETLP gallery

# Sustaining your inquiry

1. What's one question about student learning you would like to pursue this fall?
2. What kinds of evidence will you gather related to that question?
3. How might you analyze that evidence?
4. Who will you share your inquiry with?

# Sustaining your teaching community

- “Educational innovation today invites, even requires, levels of preparation, imagination, collaboration, and support that are not always a good fit (to say the least) with the inherited routines of academic life.”

● Hutchings, Huber, and Ciccone (forthcoming)

# Sustaining your teaching community

- Coffee
- Peer observation
- Examine student work together
- Student focus groups

# Sustaining your teaching community

1. Before class begins, what can your group do to help you prepare?
2. During the semester, how can your group help you know how your course is going?
3. As the semester ends, how can your group help you reflect on the course?